

REQUEST FOR PROPOSALS

KENTUCKY'S IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM YEAR 1

**Authorized by the
“NO CHILD LEFT BEHIND ACT OF 2001”
Elementary and Secondary Education Act (ESEA)
Title II, Part A – Teacher and Principal Training and Recruitment Fund**

CLOSING DATE

February 7, 2003

*Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601*

This document may be downloaded electronically at: <http://www.cpe.state.ky.us>

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TIMETABLE FOR 2003 PROPOSALS

November 22, 2002	Technical Assistance Workshop for Proposal Writers
December 13, 2002	Intent to Submit Proposal Form Due
February 7, 2003	Proposal Due Date (Must be received at the Council on Postsecondary Education by 4:30 p.m., EST)
February 10-22, 2003	Evaluation of Proposals
March 24, 2003	CPE Approves Funding of Proposals
March 25, 2003	Award Letters Mailed
April 1, 2003	Startup Date for Project Implementation
July 31, 2004	Project Ending Date

I. INTRODUCTION

On January 8, 2002, President Bush signed into law the revised Elementary and Secondary Education Act (ESEA), arguably the most significant change in federal education law in 30 years. Also called the “No Child Left Behind Act,” the law ties federal funding to incremental improvements in student achievement, as measured by statewide standardized assessments, and places more pressure on states to close achievement gaps among students of different racial, ethnic, and economic backgrounds.

The new Teacher and Principal Training and Recruiting Fund combines previously authorized Eisenhower Professional Development and Class Size Reduction allocations into one program—the Improving Teacher Quality State Grant Program, CFDA #84.367B—which Kentucky will call the Improving Educator Quality Program. Kentucky now has the flexibility to fund high-quality teacher and principal training, grounded in scientifically based research, in content areas other than mathematics and science. In return, the state and the grant recipient will be held to stricter accountability measures to ensure improvement in the quality of educators and the performance of students.

The Council received approximately \$1,000,000 in federal funding from the U. S. Department of Education for FY 2003, which will be allocated through a competitive grant process for projects operating between April 1, 2003 and July 31, 2004.

II. PROGRAM PHILOSOPHY

The purpose of Title II, Part A of the law is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring all teachers are highly qualified. Due to its less restrictive nature, the Improving Educator Quality Program provides the Kentucky Council on Postsecondary Education an excellent opportunity to expand its professional development offerings to new content areas and new audiences. The basic goal, however, remains unchanged: by bringing college faculty together with P-12 teachers, the Council hopes to foster dynamic partnerships that produce innovative, sustained professional development programs, which will improve student performance.

When developing guidelines and priorities for the IEQ program, the council consulted the Kentucky Department of Education’s professional development plan and standards, the state consolidated plan, the *Program of Studies for Kentucky Schools*, the *Core Content for Assessment*, and the Council’s key indicators of postsecondary education reform, which are organized around the following five questions:

1. Are more Kentuckians ready for college?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky’s communities and economy benefiting?

Successful applicants shall propose programs that show promise of meeting these objectives and measures, as well as advancing the overarching goals of the Council on Postsecondary Education, the Kentucky Department of Education, and the Education Professional Standards Board. CPE Key Performance Indicators are available on the CPE Web site (<http://www.cpe.state.ky.us>).

III. GRANT AWARDS

Grants will be awarded in accordance with the rules and regulations governing the ESEA, Title II, Section A. All funds shall be used for professional development activities that provide sustained, intensive training—informed by scientifically based research—for individuals or teams of teachers, principals, and other school or district leaders.

A. Eligible Applicants

Only partnerships are eligible to apply for professional development funds through this program. Federal guidelines mandate that, at a minimum, the partnership comprise:

- A public or independent two- or four-year institution of postsecondary education and the division of an institution that prepares teachers and principals;
- A school of arts and sciences; and
- A high-need local educational agency [defined as an LEA where at least 20% or 10,000 children served are from families below the poverty line, and for which there is a high percentage (at least 11%) of teachers teaching outside their content area or with emergency, provisional, or temporary certification or licensing].

The CPE is funding larger projects with a statewide reach and thus will require partnerships of multiple institutions and districts. Partnerships may also include another local educational agency (not necessarily “high need”), a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, another institution of postsecondary education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, and a business. The council encourages partnerships to include local P-16 councils and middle and high schools participating in GEAR UP Kentucky, where feasible.

Only one institution of higher education can serve as the fiscal agent for the grant. The Act prohibits any single participant in an eligible partnership from receiving more than 50 percent of the total award amount.

B. Use of Funds

Eligible partnerships shall use funds to support professional development activities that:

1. Provide teachers and highly qualified paraprofessionals, as appropriate, with sufficient subject matter knowledge in core academic subjects they teach, including the use of computer-related technology that enhances student learning.
2. Improve instructional leadership skills so that principals and assistant principals can work most effectively with teachers to help their students master core academic subjects.
3. Develop and provide assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, principals, assistant principals, school and district leaders to ensure the individuals are able to use challenging state academic content standards and student academic achievement standards, as well as state assessments, to improve instructional practices and improve student academic achievement.
 - a.) May include intensive programs designed to prepare teachers, highly qualified paraprofessionals, principals, or assistant principals who will return to a school to provide instruction related to the professional development described above to other such individuals within the school (e.g., train the trainer programs).
 - b.) May include the activities of partnerships between one or more local education agencies, one or more of the schools served by such local education agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

Funds received under Title II, Part A **must supplement and cannot supplant** state and local funds that, in the absence of the program, would be used to support authorized activities.

NOTE: The Act requires any partnership receiving grants from IEQ (under ESEA Title II, Part A) and the Partnership Program for Improving Teacher Preparation (under the Higher Education Act, Section 203) to coordinate activities conducted with these funds.

C. Project Requirements

The Council on Postsecondary Education expects that proposals will conform to the following requirements:

- Professional development programs must be of sufficient intensity and duration for teachers to make gains. While summer workshops may be included as a component of a comprehensive program, the focus of the professional development should be on work-embedded activities that are sustained and intensive.
- Projects must facilitate professional networking among postsecondary and P-12 educators. Mentoring components (e.g., college faculty or master teachers paired with classroom teachers) are strongly encouraged.
- Proposals must include evidence that the proposed activities address specific needs identified in the comprehensive or consolidated action plan of one or more local education agencies to be served and are aligned with the overarching goals of the KDE, CPE, and the Education Professional Standards Board.
- Colleges and universities must identify similar professional development offerings currently available and collaborate with existing initiatives whenever possible.
- Evidence must be provided that all entities of the partnership were represented in project planning and development. Also, participation by at least one principal, teacher, and school and district leader to be served is required in the planning process to ensure the nature and content of all activities will meet the needs of the target audience.
- Projects must identify the matching dollars and in-kind support that will be contributed by institutions within the partnership and describe how these other funding sources will augment requested CPE funds.
- Activities must conform to state and national standards for core content areas addressed.
- **Activities proposed must be informed by scientifically based research.**
The following is a synopsis of the definition of “scientifically based research,” as stated in Title IX of the Act:
 - 1) Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

- 2) Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-reviewed journal.

IV. FUNDING PRIORITIES

Under the former Eisenhower program, the Council funded proposals primarily focused on mathematics and science, and the average Eisenhower award was \$60,000. This year, the Council seeks to award larger grants (up to \$300,000) to fewer, but more extensive, partnerships. The rationale for this approach is twofold: 1) the Council wants to stimulate major, systemic, sustainable changes in the delivery of professional development; and 2) the Council hopes to extend the scope and reach of professional development activities beyond the boundaries of traditional service areas. More substantial grant awards should enable partnerships to satisfy these ambitious goals.

Priority will be given to projects that include **two or more** postsecondary institutions in the partnership, and that serve participants from numerous **high-need schools** (high poverty and low performing—i.e., schools at assistance levels 1, 2, and 3, or schools exhibiting larger performance gaps among subpopulations of students), both inside and outside regional service area boundaries. Special consideration will be given to proposals that include detailed plans for **replicating model professional programs** in service areas across the state, **sharing best practices** with other professional development programs, and **recruiting and serving minority populations and other historically underserved groups**, including females, individuals with limited English proficiency, the disabled, migrants, the economically disadvantaged, and the gifted and talented.

Furthermore, Title II, Part A, Subpart III, Sec. 2132 requires the CPE to ensure that grants to partnerships are **equitably distributed by geographic area** within a state or that eligible partnerships in all geographic areas within the state are served through the grant awards.

A. Priority Areas

Professional development activities may be focused on any core academic subject; however, preference will be given to projects that address the following critical need areas in middle and high school:

Mathematics and Science

- Middle or high school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare students for careers in engineering, the sciences, technology, and other mathematics-related fields.

- Middle school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare all students for success in Algebra I by no later than ninth-grade, and preferably before.
- Middle or high school teachers effectively delivering or developing mathematics and science instruction that increases all students' understanding of Kentucky's core content.

Projects shall address national and state standards for teaching mathematics or science and shall be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state, including the recommendations of the P-16 Council's Mathematics Alignment Team and those of the KDE Algebra II Task Force.

Reading

- Middle and high school teachers in all content areas developing and implementing instructional practices, informed by scientifically based research, for teaching reading for comprehension.
- Middle and high school teachers in all content areas enhancing skills in recognizing reading difficulties and to make appropriate content-based interventions or referrals for assistance in reading instruction.

Projects shall address national and state standards for teaching reading and be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state, including the recommendations of the P-16 Council's Literacy Alignment Team.

School Leadership

- Principals, assistant principals, and other school and district leaders developing and implementing research-based leadership practices that support teaching and learning; create a culture where all students are expected to, and do, achieve; and help schools meet their performance goals.
- Principals, assistant principals, and other school and district leaders using student achievement data to improve instructional practices and student performance.
- Preparing and increasing the number of minorities among school and district leaders.

Partnerships interested in proposing school leadership projects should refer to the *KDE Standards and Indicators for School Improvement*, the *Interstate School Leaders*

Licensure Consortium (ISLLC) Standards for School Leaders, the KDE Standards for Professional Development and the Kentucky Board of Education's Goals and Objectives. School leadership activities funded under this program should be coordinated with Effective Instructional Leadership Act (EILA) Programs administered by KDE and should coordinate with Kentucky's State Action for Educational Leadership (SAELP) project.

Foreign Language

- Middle and high school teachers collaborating with international partners (e.g., Académie de Dijon, Embassy of Spain, Goethe Institut, sister cities, businesses, etc.) to provide students with real-life experiences in the target language.
- Middle and high school teachers effectively developing and delivering world language instruction that increases students' knowledge of Kentucky's core content in arts and humanities, practical living, social studies, language arts, math, or science.
- Middle and high school teachers developing and implementing research-based instructional practices, e.g., total physical response storytelling (TPR/S), content-based instruction, digital storytelling, etc., for teaching all students to communicate effectively in another world language.

World language projects shall address the National Standards for Foreign Language Learning, as well as state standards for world languages, and shall be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state.

B. Preferred Techniques

The Council on Postsecondary Education encourages proposals that utilize the following techniques:

- Experiential instruction (e.g., activity-based learning) and participant construction of standards-based units or lesson-plans.
- A shift from breadth of coverage to depth of coverage.
- The use of technology for networking and outreach (e.g., use of listservs, the Internet, the Kentucky Virtual University, the Kentucky Virtual Library, the Kentucky Virtual High School, or video conferencing).
- Techniques proven effective in other professional development activities and informed by scientifically based research.

V. EVALUATION REQUIREMENTS

A strong evaluation plan with components to measure the actual use and impact of new content knowledge, strategies, materials, and pedagogical techniques must be included. The evaluation plan shall measure the effectiveness of the professional development program with data that show:

- The participants' level of mastery of the content presented in professional development activities (as measured by pre- and post-assessments of professional development participants).
- The effect of professional development activities on classroom instruction (as validated by classroom observation of participants by project directors or peers).
- The effect of the training on student achievement (as measured by CATS, CTBS, NAEP, ACT, or other relevant standardized assessments).

The evaluation plan should include program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect on student achievement and behavior. It should also specify (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; (7) how information will be used by the project to monitor success and provide accountability information to stakeholders about the success of the project; and (8) how the evaluation results will assist in sustaining the program at the conclusion of the grant.

Federal guidelines for implementing this program are still being issued. Program directors will be expected to implement any new federal guidelines as necessary.

VI. PREPARATION OF PROPOSALS

All proposals must be submitted on the official forms provided in Appendix A. Proposals must be typed and must adhere to the following format:

A. Cover Page

- List of collaborating organizations in the partnership
- Signature of project director
- Signatures of appropriate officials from the applying partnership

B. Abstract

Write a one-page, concise summary of the project that outlines the members of the partnership, target audience of the professional development, content area on which the proposed activities focus, primary activities, and expected project outcomes.

C. Table of Contents

D. Budget Summary

Provide an itemized budget, including requested IEQ funds and cost sharing, using the Proposed Budget Summary form provided.

E. Budget Narrative

- Provide a concise narrative description for each budget line item, including a description of time involvement, roles, and responsibilities of the project director and staff.
- Specify sources of cost sharing (university in-kind support, local education agency support, and/or other agency support) and discuss how they will enhance the project.

F. Cooperative Planning

- Discuss how members of the partnership, teachers, principals, and other school or district leaders to be served were involved in project planning.
- Describe the roles and contributions of each member of the partnership, including how the partnership fulfills professional development needs identified in state and local action plans.

G. Partnership Agreement

Provide signatures of the required partners involved in the project (see form in Appendix A).

H. Proven Effectiveness of Applicant

Describe previous professional development projects undertaken by one or more members of the partnership that demonstrate the partnership's ability to implement the proposal successfully. Include performance data and outcomes where available.

I. Activities

- Describe the proposed activities and provide the following information for each: relationship to a specific measurable objective, time allotted, staff person responsible, and how the proposed activity will achieve the corresponding objective.

- Describe how each activity addresses the content and technique priorities outlined in this RFP. If the activities involve a college course or teacher workshop, include a description of the course of study, syllabus, textbooks or reference materials, methods of participant evaluation, and name(s) of person(s) teaching the course/workshop.

J. Participants Involved

- Provide an estimate of the number of teachers or administrators to be served.
- Provide an estimate of the number of schools and/or school districts to be served.

K. Serving Underrepresented and Underserved Groups

- Identify professional development strategies for increasing teacher and principal success in serving groups of students for which a performance gap exists.
- Identify strategies for increasing participation of underserved and underrepresented groups.
- Describe recruitment methods and, if appropriate, list targeted schools and local school districts.
- If project does not focus on underrepresented or underserved groups, explain why the focus is not needed.

L. Evaluation Plan

Describe how the project will define and measure success. Include objectives, performance indicators, benchmarks, and outcomes. Address how the following were taken into account in the development of the project's accountability system:

- CPE professional development priorities.
- Relevant state and national standards.
- Local school or district action plans.

M. Replication and Dissemination

- Provide a plan for replicating the project.
- Outline a plan for disseminating project successes.

N. Vitae

Provide vitae (one page only) for each of the following individuals: project director, project staff members, graduate students, and teachers or principals who play a major role in the project.

O. Currently Funded Projects and Pending Proposals

Provide a list of currently funded projects and pending proposals involving the project director and associated staff members, including title of project, project period, percent of individual's annual time or support, total award, and funding agency. If no funded proposals, enter "none" under this heading.

P. References Cited

Provide full references for any materials cited in the narrative.

Q. Statement of Assurances

The proper institutional representatives must sign this section.

VI. PROPOSAL FORMAT

The proposal narrative must not exceed 20 double-spaced pages, excluding the cover sheet, abstract, table of contents, timeline, budget summary, vitae (*one page per person*), cooperative planning agreement, statement of assurances, and references cited. All major subject headings must be underlined and/or highlighted. All pages must be numbered.

The review panel appreciates clear, concise, complete, carefully written, proofread proposals that do not exceed length guidelines. Proposals should follow conventional standards for English usage, proofreading, and citations crediting the ideas and words of others, and a legible font and font size should be used.

VII. BUDGET GUIDELINES

The Council on Postsecondary Education recognizes the need for wise and efficient stewardship of the IEQ grant funds. Proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when appropriate. Proposed expenditures must be in compliance with all applicable federal regulations including EDGAR and OMB Circulars A-21 and A-110.

A. Award Amounts

Requested IEQ grant funds typically will not exceed \$300,000.

B. Course Work for Credit

Projects involving course work for credit must follow one of two budget options:

1. The grant may pay the direct costs of the project.
2. The grant may pay for regular tuition plus additional costs that are not covered in conventional college courses. Any additional costs must be fully explained to ensure

that no duplication of payment occurs. The grant cannot support both the cost of tuition for participants and salaries for instructors.

C. Budget Preparation Guidelines

The following guidelines are to be used in budget preparation:

- **Salaries and Benefits (option 1)**
Summer or release-time for faculty salaries and fringe benefits; wages for secretarial assistance, graduate and undergraduate students; and/or peer teachers.
- **Clerical/Administrative Assistance**
If charged in addition to tuition, must be justified as nontraditional course cost.
- **Contractual and Consultant Fees**
Fees must not exceed institutional salary levels. Maximum of \$600 per day plus expenses for those employed as instructors.
- **Materials and Supplies**
Must be for items not normally associated with a credit course and be justified.
- **Travel for Staff and Participants**
Reasonable expenses for project staff and participants related to in-state meetings integral to project success; travel for project staff to conduct on-site evaluations and follow-up; room and board charges for those participants requiring residential service; other travel as justified.
- **Teacher Stipends**
A maximum rate of \$100 a day is permitted.
- **Tuition and Fees (option 2)**
Regular tuition for in-state participants; grant cannot absorb both tuition and instructor salaries.
- **Miscellaneous Services**
Printing charges, duplication, long-distance telephone charges, etc. directly associated with project activities; these charges must be justified.
- **Equipment**
A maximum of \$500 for a single item is allowed. Equipment must be for use by participants, not the institution. Rental is encouraged.

VIII. FISCAL PROCEDURES

All federal funds for IEQ state grants must be assigned to a specific account. If an institution receives more than one grant, separate accounts must be established for each. The recipient institution shall invoice the Council quarterly on a cost-reimbursement basis, using the format provided by the Council. The final grant payment will not be made until the Council has received the final project report. Expenditures in excess of the approved award amount will be the responsibility of the recipient institution.

IX. PROPOSAL REVIEW PROCESS AND EVALUATION CRITERIA

All proposals will be reviewed and rated by reviewers chosen by the Council's IEQ program director. Below, in draft form, is a score sheet to be used for evaluating proposals.

PROPOSAL REVIEW GUIDELINES

1 = Unsatisfactory *5 = Outstanding*

A. Presentation (5 points)

Proposal is clearly written and well organized.

B. Collaborative Planning (15 points)

- Proposal reflects a collective effort to identify and address an in-service need of local teachers or district(s) or of teachers statewide (if applicable).
- Principals, teachers, and other leaders from the school(s) or school district(s) to be served by the project were actively involved in the project planning.
- Postsecondary subject-area specialists and other members of the partnership were actively involved in the project planning.

C. Project Objectives (15 points)

- The project objectives are appropriate, clearly stated, and achievable.
- The objectives are related to CPE's performance indicators.
- The objectives are related to the Department of Education's content and student performance standards.
- The objectives are related to other relevant state and local standards.

D. Project Activities (25 points)

- The proposed activities are directly linked to the achievement of the project objectives.
- The proposed program of professional development is of sufficient length and intensity and provides sufficient work-embedded contexts for teachers and

administrators to learn new ways of thinking, teaching, and working and to integrate this knowledge into classroom or leadership practices.

- The project activities are explained in adequate detail with respect to their nature, sequence, and source of instruction.
- The project incorporates a strong pedagogical component, which is grounded in scientifically based research on teaching and learning.
- The professional development activities and strategies proposed conform to relevant state and national standards.

E. Evaluation (15 points)

- The evaluation plan assesses the success of the project in terms of its stated objectives.
- The proposal presents a plan for assessing the impact of the project on participants' content area knowledge and classroom instruction.
- The evaluation plan assesses the impact of the project in terms of student learning.

F. Serving Diverse Populations and Learners (10 points)

- Participant recruitment strategies will increase the likelihood of participation either by teachers who are members of underrepresented or underserved populations or of teachers of students who are members of underserved/underrepresented populations.
- At some point in the project, participants will learn specific information that will help them to (1) reflect on how they interact with students from various demographic groups, and (2) learn effective classroom strategies for supporting, encouraging, and meeting the needs of all students, especially groups of student for which performance gaps exist.

G. Capacity-Building and Dissemination (15 points)

- The proposal describes how the project harnesses existing resources for improving content knowledge and content-based instructional or leadership practices to improve student learning and achievement levels.
- The proposal describes how information about and from the project will be shared with other teachers and administrators throughout the state.

H. Budget and Cost-Effectiveness (15 points)

- The responsibilities of all key personnel are clearly described and are reasonable.
- Expenses for all project personnel, project participants, and additional costs are adequately explained, reasonable, and within guidelines.
- The budget accurately reflects the proposed program.

I. Overall Impression (10 points)

- The proposal presents an effective, comprehensive plan for a professional development program that will be of sufficient duration, intensity, and quality to have a lasting and positive impact on teachers' or administrators' performance and student learning.
- The proposed project as a whole has significant potential to improve teaching, leadership, and learning and is important and worthy of being funded.

J. Bonus Points (5 points)

The objectives are clearly linked to the recommendations of the state P-16 Council's alignment teams.

TOTAL SCORE (130 points possible)

X. PROPOSAL SUBMISSION AND DEADLINES

Applicants must submit ten (10) complete, typed copies of the proposal stapled in the upper left corner. Proposals must be received by 4:30 p.m., EST on February 7, 2003. Proposals received after that time will *not* be accepted. Faxed proposals will *not* be accepted.

Submit proposals to:

Improving Educator Quality Program Director
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

XI. AWARD NOTIFICATION

The Council on Postsecondary Education is expected to approve grant awards at its March 2003 meeting. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions.

Questions regarding the CPE's Improving Educator Quality Program should be addressed to Dianne M. Bazell at:

Phone: (502) 573-1555
FAX: (502) 573-1535
E-mail: dianne.bazell@mail.state.ky.us